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DEPARTMENT OF PUBLIC INSTRUCTION
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PUBLIC EDUCATION BULLETIN

PUBLISHED MONTHLY BY THE DEPARTMENT OF PUBLIC INSTRUCTION, COMMONWEALTH OF PENNSYLVANIA, AT HARRISBURG, FOR INFORMATION OF BOARDS OF SCHOOL DIRECTORS, ADMINISTRATIVE OFFICERS OF THE PUBLIC SCHOOLS AND OF STATE INSTITUTIONS OF HIGHER LEARNING, AND INTERESTED CITIZENS, IN ACCORDANCE WITH SECTION 2904D OF THE SCHOOL LAWS.

VOLUME 2 JUNE, 1935 NUMBER 9

Lester K. Ade Becomes State School Head

A few hours following unanimous confirmation by the State Senate of his appointment by Governor George H. Earle as Superintendent of Public Instruction, Dr. Lester Kelly Ade, native of Lycoming County and for the past seven years president of the State Normal School at New Haven, Connecticut, on Wednesday, May 29, had met and chatted informally with every member of the Department staff and was launched upon his new duties as head of the Commonwealth's public school system.

Appointment of the successor of Dr. James N. Rule was made late in the afternoon of Tuesday, May 28, the day of expiration of the constitutional term of four years, and publicly announced that evening. Senate confirmation of Governor Earle's final cabinet nomination was announced Wednesday morning. Before noon Dr. Ade was sworn in by Secretary of the Commonwealth David L. Lawrence, and his commission was signed immediately by the Governor, dated May 29.

His outstanding professional record—including twelve years as teacher and principal in Pennsylvania elementary and secondary schools, five years as superintendent at Muncy, and one year as dean at the State Teachers College at West Chester—won widespread approval for the Governor's appointee to the State Superintendency. His administrative ability and demonstrated success as a public school executive drew much favorable comment from the press.

Dr. Ade, aside from several short trips to Connecticut to complete his work and to discharge previous commencement commitments, has been busy with departmental affairs, giving close attention to important legislation during the closing days of the General Assembly. On June 10 he was the commencement speaker at Bucknell University where the honorary degree of Doctor of Laws was conferred upon him. On June 27 he is to address the annual Vocational Conference at State College sponsored by the Department of Public Instruction. His plan from the start has been to make a careful study of each of the activities of the Department.

Aims for High Standards

In his letter of acceptance to Governor Earle, the newly appointed State Superintendent said:

"In tendering me the important position of Pennsylvania State Superintend-

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GOING FORWARD

CONTINUANCE, without interruption, of a sane and liberal program of public education, safely administered in the interests of every boy and girl, man and woman, with the cooperation of all citizens, including all school teachers and administrative officers, is necessary to the future well-being of our Commonwealth.

Our schools have not yet recovered from the ill effect of the depression. There are many obstacles in the return to normal conditions and to the place where public schools can fulfill their function of giving maximum service to their communities and to the State.

From a state department of education the public has a right to expect a type of leadership and service that will assure prompt and efficient administration of the State's school affairs at all times and for all classes of school organization. This goal can be attained with the help of all who are affiliated directly or indirectly with the public school system—executives, teachers, directors, lay friends and patrons of the schools. Department cooperation is available at all times to the end that a forward-looking and constructive educational program might be available in every community.

It is the duty of educators, when the social-economic system thwarts and hampers us in the maintenance of the highest standards for those under our care, to join hands with others to modify and improve that system. This is nothing more or less than extension of educational ends and means along new lines made necessary by modern conditions.

In extending cordial greetings to teachers, administrators, and friends of education in Pennsylvania, may I express the hope that your best abilities will be linked closely with our sincere efforts within the Department and with the present Administration, to obtain and maintain adequate, equalized educational opportunities for our youth. Difficult days are ahead, but unity of effort and action will clear all barriers as we go forward.

LESTER K. ADE
Superintendent of Public Instruction.

House Group Releases Preliminary Report

After almost four months of study the preliminary report of the House Educational Costs Survey Committee was submitted to members of the House of Representatives on June 17. Existing inequalities in educational programs, recommendation for further economies, and a change in the system of financial support, together with definite suggestions for additional study, are features of the forty-page report.

The House Committee is to continue its work preparatory to making a complete report to the 1937 session of the General Assembly. The committee was appointed by authorization of House Resolution No. 36, and will be joined in the completion of the study by a Senate Committee authorized by Senate Bill 768 (Mr. Clark) if the bill is approved. It carries an appropriation of $10,000 and by June 15 had passed both houses.

Representative Hiram G. Andrews, Cambria County, is chairman of the House Educational Costs Survey Committee. Other members are Representatives Harry J. Brownfield, Fayette, Chairman of the House Committee on Education; Joseph Ominsky, Philadelphia; John E. VanAllsburg, Erie; and Elmer J. Holland, Allegheny.

The House Committee released the following summary of its preliminary report on June 17:

SUMMARY OF REPORT

To give the children of Pennsylvania an equal minimum educational opportunity, there must be both elimination of all unnecessary costs and a material change in the system of financial support of Public Schools.

That is the fundamental finding of the Legislative Committee appointed to make a survey of Educational Costs in this Commonwealth, as revealed in its preliminary report submitted to the legislature today.

"From an educational standpoint there is still, in this state, an under-privileged and, therefore, an over-privileged, class," reads the report, which is conservative in both tone and character. Five years of prolonged depression in the finances of local school districts have finally brought this fact into bold relief.

In the twenty-two year period from 1910 to 1932 expenditures for Public Schools in Pennsylvania increased from $39,900,000 in 1910 to $181,600,000 in 1932, an increase of 4½ times the earlier figure.

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A BROADER CONCEPTION OF EDUCATION*

BROADLY SPEAKING, the whole of life affords educational opportunity; life itself, in all its phases, is a great school Not a situation in life but leaves its influence on the individual. Education brings to the individual the sum total of all the influences of life.

The broadest possible conception of education is one in which living is itself learning, life is itself the school, and the Spirit of the world the teacher.

But, narrowly, education is the influence exerted by the school, technically so called, upon the individual. The school is the institution which appoints to itself the task of developing into fullness of self-consciousness and power the individual members of the race. While most of the other institutions of society educate but incidentally, in the natural performance of their functions, the school educates with set purpose. .....

The man educated in the modern sense will be trained to know, to care about, and to understand the world he lives in—both the physical world and the social world. A firm grasp of the physical world means the capacity to note and interpret phenomena; a firm grasp of the social world means an understanding of and a sympathy with current industry, current science, and current politics.

The new education wishes to work for mutual understanding between nations, races, classes, and whatever other groupings we find mankind adopting. We want the new generation to grow up to be good citizens in village or town, in state and nation, and good world citizens as well.

With new economic development has come a new kind of social development. Every fresh invention serves to break down still further mental as well as physical barriers and draws the world closer together in a common and aggregate life. The pressure of society is toward uniformity. We are exposed, through our new inventions, to the greatest flood of mass suggestion that any people has ever experienced.

We must find some way to make clear and independent thinking the surest criterion of the educated man. Knowledge is good and culture is good, but the highest excellence is the power to think straight and to the point, to think through and into and around the subject. The vigorous thinker in action is the most impressive spectacle in the intellectual life of mankind.

The aim of education is to produce a man, a master of himself, one capable of initiating his own acts, responsible for his own acts, one who is able to discern and assimilate the ideas which he accepts, so that whatever he says, thinks, or does, really comes from him alone. Education aims to enlarge and refine the mind, induce keen perception, and above all an appetite for knowledge. This calls for action plus reflection.

Consequently, the broader concept of education is to create in students a curiosity or appetite for lofty ideals, artistic appreciations, and clear thinking.

* Excerpts from the address of Dr. Lester K. Ade, Superintendent of Public Instruction, at the Commencement exercises at Bucknell University, June 10, 1935.

Ade State School Head

(Concluded from Page 1)

ent of Public Instruction, you have bestowed upon me a great honor and distinction. I accept this high position, fully realizing that it carries with it a tremendous responsibility. I pledge myself to the discharge of my duties in this high office to the utmost of my strength and ability.

"I will earnestly assist you in working for the highest educational standards for the Commonwealth of Pennsylvania.

"There can be no greater and more fundamental public service than the reinforcement and improvement of the State's entire educational system. I am proud to be associated with you and the type of men with whom you have surrounded yourself."

BIOGRAPHICAL SKETCH

Born in Trout Run, Pennsylvania, July 27, 1890, Dr. Ade received his early school preparation in a rural school in Lycoming County. Later he was graduated from Muncy Normal School, a branch of Mansfield Normal School, and upon completion of his studies at Muncy he enrolled in Commercial College, Williamsport, graduating in 1910.

Dr. Ade received his B. A. degree from Bucknell University in 1921 and M. A. in 1924; the degree of Ph. D. from New York University in 1931; M. A. degree from Yale University in 1932.

From 1910 to 1922 Dr. Ade served as a teacher and principal in the elementary and secondary schools of Lycoming and Clinton Counties. He became superintendent of the schools of Muncy in 1922, and served in that capacity for five years.

In 1927 Dr. Ade became Dean of the State Teachers College at West Chester and remained there one year, leaving in 1928 to become president of the Connecticut State Normal School at New Haven.

During the World War, Dr. Ade served two years in the Federal service, one year in the 8th United States Infantry at Camp Lewis, Washington, and Camp Fremont, California. The second year he served over seas with General Graves in the American Expeditionary Forces in Siberia.

Dr. Ade is a son of Mr. and Mrs. G. E. Ade of Williamsport. In 1921 he married Miss Alverta Lightfoot of Williamsport.

Dr. Ade, an Episcopalian, is a member of the Scottish and York Rite branches of the Masonic Fraternity; a member of the Graduate Club, New Haven, and is also a member of the Phi Delta Kappa; Kappa Delta Pi; Sigma Alpha Epsilon.

Dr. Ade is a Past President of the New England Teacher-Preparation Association; secretary, Eastern States Association of Professional Schools for Teachers; member of the Progressive Education Association; the New Education Fellowship; and National Society for the Study of Education. He holds life memberships in the Pennsylvania State Education Association and the National Education Association.

He is the author of (1) A Comparative Study of Policies and Programs of Municipal Teacher-Preparation Institutions in the United States; (2) An educational survey of Lycoming County; (3) Marking Systems in use in the Arts Colleges of Pennsylvania; (4) Provisions in the State Teachers Colleges of Pennsylvania for Laboratory-School Experience in Teaching (5) The Teachers College Movement in the United States and (6) Elementary Teacher-Preparation Curricula in the United States, England, France and Germany.

Dr. and Mrs. Ade have established their residence in Harrisburg, in the Parkway Apartments at 931 North Front Street.

DR. RULE'S SERVICE

Dr. Rule, Superintendent for the past four years, was brought to the Department by the late Superintendent Finegan in November, 1921, as Director of Science. He became a Deputy Superintendent in 1923, First Deputy in 1925, and was Acting Superintendent in 1930-31. He is a graduate of Washington and Jefferson College, was principal of the academy there and later principal of Schenley High School, Pittsburgh. He was national director of the Junior American Red Cross before joining the Department staff.

Following his appointment Dr. Rule launched a study of educational problems in Pennsylvania, leading to a Citizens' Conference and a nine-point program on school recovery. The 100th anniversary of the signing of the Common Schools Law of 1834 was celebrated during the term. With the aid of special appropriations for distribution to financially distressed school districts, no school was forced to close in Pennsylvania. Under his supervision the Department was reorganized in 1932, bureaus being reduced from five to three.

Dr. Herbert Lincoln Spencer, formerly dean of the College of Liberal Arts and Sciences at the University of Pittsburgh, was inaugurated as president of the Pennsylvania College for Women, Pittsburgh, on June 10.

PRONOUNCED AH-DEE

Pronounciation of the name of Dr. Lester K. Ade, newly appointed Superintendent of Public Instruction, is the full sounding of both vowels, like Ah-dee.

Preliminary Report on Education Costs Issued by House Group

(Continued from Page 1)

Since 1910 the school population of the Commonwealth increased more than one-half. By far the greatest increase has been in the number of students who have extended their education into the higher grades. Since per-pupil costs are necessarily much higher for the secondary schools than for the elementary grades, this heavy shifting of the school population into the higher grades has been one of the biggest factors in the mounting educational cost of recent years.

Low Cost Per-Pupil

The committee points out that this state, from the stand-point of per-pupil expenditure, is not over-taxed as compared with neighboring commonwealths. The total current expenses for public school education in Pennsylvania are next to the largest of any state. In terms of the cost per-pupil, however, the Commonwealth ranks twenty-first among all the states.

Pennsylvania, furthermore, has still a long way to go before it provides what is reasonably regarded as an adequate education for all of its children of school age. Among the 48 states Pennsylvania is twenty-seventh on the list in the percentage of total enrollment in secondary schools.

Between 1930 and 1932 there was an increase of 2.6 per cent in the number of teachers employed in Pennsylvania as compared with an increase in average daily attendance of 4.5 per cent. This gave an average teacher-pupil ratio for Pennsylvania in 1932 of 29.3 as compared with 25.8 for the entire United States.

The average annual salary of teachers in Pennsylvania in 1932 was $1,630. This figure was exceeded by New York, District of Columbia, New Jersey, California, Connecticut, Massachusetts and Delaware. Moreover, as compared with other states, the Pennsylvania State Treasury has not been contributing an unusually large portion of the Commonwealth's income for education. Indeed, Pennsylvania is twenty-fifth on the list, the recent average being 19.1 per cent of the school cost contributed by the State and 80.9 per cent raised by local taxes.

In the normal year 1930 Pennsylvania spent a somewhat larger proportion of all its state funds for educational purposes than the average state. Its normal outlay was less in proportion, however, than the three comparable states of California, Michigan and New York.

Question of Responsibility

In any discussion of the State-aided public school system, grave questions involving responsibility inevitably arise.

What is the responsibility of the State?
What is the responsibility of the local community?
At what points should the individual assume responsibility for educational advancement?

Disagreement is found today not only as to the number of grades of schooling to be provided for every child, but more particularly as to the scope of educational training within each grade.

How much vocational training shall the public schools furnish?
Shall we increase or decrease the emphasis on art, music and other cultural subjects?
What constitutes a reasonable program of health education and activities?

Some reasonably acceptable answer to all of these questions must be found by the group in any state which is responsible for determining what education shall cost.

What is the "equal opportunity" minimum, or what comprises the educational foundation to which every child is entitled under any adequate system of public support of education?

On the queston of the joint responsibility of the local districts and the State to support the educational program, the committee regards it as axiomatic (1) that the local district should participate in furnishing reasonable educational opportunity on a basis commensurate with its ability to pay; (2) that it is then the primary business and function of the State to equalize the minimum educational opportunity throughout its territory.

Equalization of Opportunity

Although for some years past efforts have been made toward the goal of equalized education, every member of the educational profession knows—and every layman can ascertain by even casual inquiry—that educational opportunities in Pennsylvania have not been equalized. One primary reason is because the present range in taxable resources back of each teacher is from $4,000 per teacher in the smallest and poorest school district to $2,400,000 per teacher in the wealthiest district.

During the school year 1933-34 there were 6,105 one-teacher schools operated in the state. The enrollment in these schools was approximately 180,000 pupils, or approximately 11 per cent of all pupils in our elementary schools.

In the school year just closing, 1,631 school districts, or more than half of Pennsylvania's total of 2,583 districts, did not offer a program of studies extending through the twelfth grade. There were 1,423 districts which did not offer any secondary school facilities. Only 15 per cent of the pupils residing in non-high school districts were enrolled last year in high schools of other districts. This is in contrast with an average enrollment of from 23 to 29 per cent of all pupils in high schools in the districts which have their own school systems.

Overdue tuition for high school students constitutes one of the largest of the unpaid bills now confronting distressed school districts with the result that last year approximately 32,000 pupils enrolled in high schools outside of their own districts, or nearly one-half of the 72,000 so enrolled, resided in districts that were delinquent in their high school tuition payments to other districts.

Adherence to a "minimum equal opportunity" program will ultimately make it obligatory upon the State to assist all of the various communities which are actually unable to help themselves.

As an indication of the rate at which the number of "financially distressed" districts is increasing, the "special assistance" trend is significant. In 1929 the legislature appropriated $100,000 for distressed school districts—many of which could not even afford to pay one dollar out of each four dollars of teacher's salaries. In 1931 the Legislature appropriated $1,250,000 for this same purpose. The Legislature in 1933 authorized an appropriation of $5,000,000. The probabilities are that if the Legislature now in session were to appropriate from $8,000,000 to $10,000,000 for distressed school districts, the sum would be inadequate to make up the full local deficit.

Financially Distressed Districts

There has been a disposition to proceed on the assumption that when business "rounds the corner" the financially distressed local districts will cease to be distressed.

Unfortunately, this assumption is not based upon fact. Local values have fled from many districts and are not likely to return, at least during this generation. That there are several hundred insolvent school districts in the state is a matter of record. Other districts are approaching insolvency. These districts are insolvent in the sense that, even on the basis of true-value assessments and higher tax rates, current operating costs cannot be paid in full—even though the school subsidy system is continued at its present legal level.

The committee asserts that while school taxes in Pennsylvania increased 42.5 per cent in the ten years from 1923 to 1932 the total taxes levied for other local purposes increased 46.9 per cent. Similarly the increase in the bonded debt of other local units in the same period was 110.8 per cent. The effect of this increasing burden has been universal throughout the State and has reduced materially and (unless wholesale adjustments are made in the support of other local functions) it has reduced permanently the ability of real estate to furnish the same support for education as in the past.

In considering the causes of distress in the various school districts of the Commonwealth it is necessary to give attention to the fact that internal weaknesses, such as over-optimistic or misguided expansion of the school plant, heedless accumulation of long - term debt, and, occasionally, actual mismanagement, have also, in more than one instance been contributory factors. To these must be added the basic inequality in the population and resources of the districts as now constituted, as well as numerous ill-effects of statutory provisions for the distribution of such State aid as is now furnished to the local districts.

Many school districts have been proceeding upon the presumption that delinquent taxes would ultimately be collected. As a matter of fact, the probabilities are that delinquent taxes totaling millions of dollars are uncollectable. Partial studies made of various local districts indicate the desirability of prosecuting and concluding a thorough-going survey.

Says the committee: It can be accepted as a governing consideration that State aid should not be extended in order to administer to local inefficiency. Only by means of a detailed study of local situations will it be possible to account for the wide variation in the cost of comparable local services. School costs for the items included under general control, instruction and aux-

iliary agencies show a wide range in all classes of school districts.

COST REDUCTIONS

Low costs could be—and in some cases are—achieved by curtailing essential activities. On the other hand, there are instances in which high costs are directly attributable to mismanagement.

The men and women responsible for the conduct of any governmental activity can, in the course of a single conference, devise one hundred new ways to spend more money. Moreover, as a rule, they can brilliantly justify the proposed expenditures. Apparently painstaking inquiry is necessary, however, in order to uncover the occasional individual who knows some of the old and perhaps some of the new ways to save money.

The taxpayer's dollar devoted to education is being compelled to travel faster and faster without being at the same time trained to travel further.

The committee's technical advisors are convinced that operating costs in at least one-half of the districts in the state can be materially reduced. The reductions contemplated in this connection would be based upon changes in general methods of operation and management of the school plant.

While reductions of operating costs are pursued as direct and tangible economies, there is another avenue of economy—the increase in efficiency and effectiveness of the teaching process—which should not be overlooked in any comprehensive consideration of the modern school system.

Internal, and even professional, problems—such, for example, as the methods of grading and promoting pupils, the division of classes on the basis of learning ability, the systems of reports, record keeping and educational research, the methods of teaching (by projects, or other modern processes), finally the working relations within the educational staff, including methods of teacher selection and promotion, participation of teachers in the formation of school policies, the methods of continued preparation of teachers during extended vacation periods, the basis for increased increments in teachers' salaries, internal politics within the school system—are all matters which vitally affect the production, and therefore both the social and financial values obtained for the dollars spent upon our schools.

It is the plan of the committee to study enough individual school plants of various sizes in the State to be able to speak with knowledge on both the possibility and practicality of applying reasonable economies to the operation of school plants and to the organization and administration of the teaching process.

REVISING STATE AID

So long as real estate is taxed in any measure for the support of the schools, a uniform, definite, minimum tax millage based upon equalized values remains a governing consideration.

It is not the feeling of the committee that the remedy for the present system of allocation of State funds with a minimum of State supervision should be a change to complete State administration of the school system. There is a reasonable point of cooperation between those two extremes which would enable both the State and the local community to meet their obligation to safeguard the use of funds which each supplies.

One primary difficulty lies in the fact that the State possesses at present no authority or means to determine scientifically the real and comparable ability of a local district to support its schools. Sufficient information regarding the inequalities of present real estate assessments throughout the Commonwealth is available to prove that no method of allocating State funds based either directly or indirectly on the assessed valuations now in effect in the various school districts could be made satisfactory or equitable.

Under present conditions, existence of a low valuation per pupil or per teacher in any district, necessitating a high millage for education, cannot be accepted in any sense as a measure of the actual ability of the district to support its schools.

As long as every assessor or the taxing authority back of every assessor is at liberty to follow his own whim in regard to the average proportion of true or sales value which may be used as a guide in making the assessment rolls, this obstacle to any fair distribution of State funds on the basis of local ability to pay will continue to exist.

Differences in the rates of assessment between neighboring school districts are often officially reported to be as wide as from 50 to 80 per cent. When in a recent study, effort was made to go back of official reports and examine the relation of assessed valuations of property to actual sales values, (the value designated by the assessment law as the true value) it was found that differences ranging from one per cent to 500 per cent of actual sale value are not uncommon throughout the State.

COOPERATION SOUGHT

Sensible procedure under joint State and local support of local public service prescribes the need for less of dogmatic bickering and more of informed guidance and mutual cooperation on the part of both State and local officials than has sometimes been manifest in the past. That there is a tendency for friction to develop between the two parties, no matter what function or State department is involved, is evident. Local officials frequently insist that the power of decision on important questions is often placed in the hands of immature, autocratic or poorly trained State officials or employes. On the other hand, State officials charge that their efforts are often met with stubborn, unreasoning resistence on the part of local officials.

One lamentable effect of this attitude has been to deprive many able State officials of opportunities to render local districts the real service of which they are capable and likewise to deprive of these services the local officials who are honestly looking for help with the grim problem of making cost and tax ends meet.

Institutions of higher education, institutions for special types of education such as for the blind and deaf, vocational rehabilitation, adult education, as well as libraries, museums and historical associations, all lay claim to a share of public funds.

STATE AID REQUIREMENTS

No adequate program of state support for public schools can be developed which does not consider (1) whether the State, in increasing its outlay for schools, must or can justifiably reduce its emphasis on other phases of education; (2) whether there is any overlapping of the services furnished by school districts and by other educational agencies receiving State support; and (3) whether the present or proposed support program provides a proper balance between the various agencies.

If the present trends in the cost of government continue, there must eventually be a determination as to what figure represents the outside tax dollar; and then, when the outside tax dollar has been fixed, the educational program must be oriented within the limitations imposed by necessity.

There is undoubtedly a point at which the ability of the taxpayer to pay and the ambitious plans of too-enthusiastic educators must compromise.

The grim fact always remains that members of the educational profession cannot increase the number of dollars in the taxpayer's bank account by increasing the range of school activities.

NOTE—*The second part of the House Committee report, covering plans for new or further studies, will appear in the July issue of this Bulletin.*

— The Editor.

Bills Relating to Education Signed by Governor Earle

Among the bills relating to education that were passed by the General Assembly since the last issue of PUBLIC EDUCATION and signed by Governor George H. Earle prior to June 15, are the following:

ACT 75 (S. B. 616), to provide for the abatement under certain circumstances of tax penalties and interest and the allowing of discounts on certain city taxes in cities of the first class and on certain school taxes in school districts of the first class.

ACT 76 (S. B. 520), to validate certain proceedings and elections of municipalities, including school districts.

ACT 116 (H. B. 955), giving consent of the Commonwealth to the dissolution of corporations holding public funds in trust for public school purposes and to the payment over of such funds to school districts for general school purposes.

ACT 117 (H. B. 1865), postponing the time of discharge of pupils from the Pennsylvania Soldiers Orphans School until the end of the school year during which the pupil reaches the age of nineteen years.

ACT 119 (H. B. 2222), providing for the observance of Free School Day in commemoration of the founding and development of free public schools in the Commonwealth. The bill was introduced by Representative Harry J. Brownfield, Fayette, following special observance in the House on April 11 of the 100th anniversary of the delivery by Thaddeus Stevens of his famous address which saved the Common Schools Law of 1834 from defeat. A proclamation by the Governor is to set the date for observance between April 1 and 11 each year.

ACT 123 (H. B. 547), amending the Public School Employes' Retirement Law by extending the time until July 1, 1937, for a present employe to elect to be covered by the Retirement System and providing for the making of back contributions.

ACT 130 (H. B. 1716), amending Section 2510 of the School Law by authorizing the officers of the school districts to join with or aid any individual or association in the maintenance, or establishment and maintenance, of a public library, though a school library already exists.

ACT 151 (H. B. 665), to establish the State Forests and Waters Fund; transferring certain receipts into that fund heretofore payable to the State School Fund.